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ABSTRACT

This booklet summarizes the legal requirements and administrative policies governing public education in Illinois. It is intended to provide a clear framework of educational responsibilities and objectives to guide local school board members and administrators in meeting their constitutional mandate to provide an efficient system of high-quality education. Separate short sections of the booklet focus on different areas of educational administration, including duties and responsibilities of the superintendent of public instruction, school governance, school district administration, the instructional program, staff qualifications, and standards of preparation for professional personnel. (JG)

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THE ILLINOIS PROGRAM FOR EVALUATION, SUPERVISION, AND RECOGNITION OF SCHOOLS

Circular Series A
Number 160

STATE BOARD OF EDUCATION
ILLINOIS OFFICE OF EDUCATION
100 NORTH FIRST STREET
SPRINGFIELD, ILLINOIS 62777

Revised 1974

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FOREWORD

American society, as it is evolving in the latter half of the 20th century, is making new demands on the educational institutions of this State and Nation. As society changes, its publics are insisting that education reflect the philosophy and direction of contemporary America. This change of emphasis has been the basis for examining and evaluating the previous set of recognition standards and developing the revised set of standards.

Implicit throughout this document is the belief that every effort should be made to revitalize the local district's capability to chart its own future. To achieve this goal planning becomes essential. It is through planning that local boards of education, superintendents and the community are better able to determine their local needs and more efficiently utilize personnel and resources. The newly revised standards stress not only the quantitative aspects of the educational system, though these are essential, but the qualitative dimension of the education program.

It is realized that quality education requires adequate financing. The ability of districts to meet the requirements of this document is commensurate with the General Assembly and the local districts' ability and willingness to support educational improvement.

The Illinois Program of Evaluation, Supervision, and Recognition of Schools, *the new portions of which are in italics, provides a framework for meeting the constitutional mandate that the schools of the State provide an efficient system of high quality education. In the recognition process the central goal is to assist school districts in the improvement of their program so that all persons can develop to the full potential of their capabilities. It has been established that the local board of education has the legal responsibility for operating the schools within the framework of the laws of the State Legislature and the regulations published by the Superintendent of Public Instruction. The local board uses its available resources and its discretionary powers to provide maximum educational opportunities for all of the children and youth of the system.*

Recognition is the process by which the Superintendent of Public Instruction: 1) certifies that a local school district has met efficient and adequate basic standards for the quality of the instructional program and its supporting services and facilities and 2) offers opportunities for leadership through the services of his office in developing guidelines for the planning of improved educational programs for the children in the district and in the State of Illinois. The framework of this planning consists of the goals of local school districts cooperatively developed by the school and the community. Schools also have access to the **Action Goals for the Seventies, An Agenda for Illinois Education,** *which was developed with wide citizen-professional involvement.*

The content of the revised recognition standards calls for comprehensive local planning and evaluation of educational programs. While the primary goal of this revised document is the encouragement of local flexibility, the need for a rational and democratic process for allocating fiscal resources creates a requirement for improved methods of planning and evaluating educational programs. The written program plan should provide a vehicle for developing a system of school district accountability to its patrons through local initiation of cooperative planning. To this end, the State Office of Education contributes leadership through expertise, statewide perspective, and assistance to local districts in planning to meet their identified needs. The local district contributes program information based on professional knowledge of its children and improvement plans based on community discussion of educational needs and priorities.

Michael J. Bakalis
Superintendent

STATEMENT OF PHILOSOPHY

The State of Illinois has a basic responsibility to provide every individual with equal access to optimum personal development so that each individual can contribute to a free, open, and democratic society in a responsible, productive, and human way. Specific standards for the purposes of recognition must include certain minimal, qualitative, and quantitative measures which are important in these desired goals.

Standards for State recognition of local schools are designed to encourage innovative approaches. Standards are to be considered as points of departure in the continuing search for means of improving education.

The standards for recognition should make provision for specific outcomes. These outcomes should include, as a minimum but not be restricted to, the following:

1. *Provide opportunities which help students master the basic skills of reading, communication, computation, and problem solving.*
2. *Provide an environment which helps students, parents, and other community members demonstrate a positive attitude toward learning.*
3. *Foster a feeling of adequacy and self-worth on the part of all students.*
4. *Provide opportunities for students to express the full extent of their creativity.*
5. *Provide experiences which help students adapt to a world of change.*
6. *Provide an environment which brings about appreciation for and positive attitudes toward persons and cultures different from one's own.*
7. *Provide equal educational opportunities for all.*
8. *Provide every student with opportunities in training for the world of work.*
9. *Provide experiences which result in habits and attitudes associated with citizenship responsibilities.*

To serve the diverse needs of its people in a pluralistic society, a school must have many goals. The attainment of these goals may be reached through a process which includes the following:

1. *Involvement of professionals, students, and the community.*
2. *Specification of objectives.*
3. *Development of assessment system and procedures.*
4. *Evaluation of outcomes.*
5. *Encouragement of innovation and program options.*

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CHAPTER I

THE SUPERINTENDENT OF PUBLIC INSTRUCTION

1-1 Duties and Responsibilities

1-1.1 Education is the responsibility of the State. This responsibility is perhaps the most important function of state government. Pursuant to this, the Illinois Constitution and Illinois statutes have mandated that the Superintendent of Public Instruction shall be the chief educational leader of the State. In this capacity, he is required to supervise public schools to determine and ensure that they are organized, conducted, and operated as prescribed by law.

1-2 Legal Responsibilities and Provisions

1-2.1 The Superintendent of Public Instruction has the statutory responsibility to establish recognition standards. The statutes require the Superintendent to enforce all recognition standards whether they be legislative enactments or regulations established by the Office of the Superintendent of Public Instruction pursuant to statutory authority.

1-2.2 The powers and duties of the Superintendent of Public Instruction in the establishment, evaluation, supervision, and recognition of the public schools are set forth in the following sections of the **School Code of Illinois.**

a. Supervision of public schools
To supervise all the public schools in the State (Section 2-3.3).

b. Rules
To make rules necessary to carry into efficient and uniform effect all laws for establishing and maintaining free schools in the State (Section 2-3.6).

c. Recognition by attendance center or school district
The Office of the Superintendent of Public Instruction may grant recognition by attendance centers or school districts (Amendment to Sections 2-3.25 and 18-8, 1969). In case of nonrecognition of one or more such centers in a district, the state aid claim shall be reduced in the proportion which the ADA in the attendance center bears to the ADA in the school district.

d. Designation of statistics
To designate the reports relating to public schools which school officers are required to submit to the superintendent of the educational service region. In Class I county school units, all financial reports shall be signed by the teacher, principal, or superintendent of schools (Section 2-3.12).

e. Standards for schools
To determine for all types of schools conducted under this Act efficient and adequate standards for the physical plant, heating, lighting, ventilation, sanitation, safety, equipment and supplies, instruction and teaching, curriculum, library, operation, maintenance, administration, and supervision, and to grant certificates of recognition to schools meeting such standards; to determine and establish efficient and adequate standards for approval of

credit for courses given and conducted by schools outside of the regular school term (Section 2-3.25).

1-3 Eligibility for State Aid

. . . Any school district which fails for any given school year to maintain school as required by law, or to maintain a recognized school, shall not be eligible to file for such school year any claim upon the common school fund. A "recognized school" means any public school which meets the standards as established for recognition by the Superintendent of Public Instruction. A school district not having recognition status at the end of a school term shall be entitled to receive state aid payments due upon a legal claim which was filed while it was recognized (Section 18-8).

CHAPTER II

RECOGNITION AND SUPERVISION

2-1 *The Office of the Superintendent of Public Instruction is charged with evaluating schools on the basis of minimum standards.*

2-2 *Each school will be periodically visited for purposes of recognition. Each evaluation team will be led by a representative of the Office of the Superintendent of Public Instruction, School Approval Section. Team members will be practicing and experienced educators. Each visiting team will also include the respective Superintendent of the Educational Service Region or his representative.*

2-3 *The Office of the Superintendent of Public Instruction will determine how the educational program is meeting the specified objectives of the school and of the State. In addition, the school will be evaluated in terms of its progress in meeting its unique philosophical and operational goals as stated in its program plan.*

2-4 *As part of the recognition standards a school district must file a written program plan with the Superintendent of Public Instruction. The purpose of this requirement is to allow local districts maximum flexibility in developing school improvement programs which are carefully structured around locally identified educational needs. The substantive goals of education for Illinois, listed in the philosophy section of this document, may provide the foundational framework for this local planning effort. The initial program plan shall be submitted to the Office of the Superintendent of Public Instruction, School Approval Section between September 1, 1973, and January 1, 1974. Submission will be in accordance with guidelines issued by the Office of the Superintendent of Public Instruction.*

2-5 *There are three types of recognition status: Full Recognition, Probationary Recognition, and Nonrecognition.*

2-5.1 **Full Recognition** *is granted to a school district or attendance center which has undergone an onsite evaluation by the Office of the Superintendent of Public Instruction that it: 1. meets the basic fundamental standards required in all elementary and secondary schools and 2. has completed the development of a written program plan.*

2-5.2 **Probationary Recognition** *is given to a school district or attendance center which has not met the minimum standards to the extent that it is failing to maintain an adequate educational program. Probationary Recognition is a warning that the school must make certain improvements.*

In essence, a school district or attendance center will be given probationary recognition when it 1) does not submit an acceptable program plan, or 2) does not meet basic standards as determined by an onsite evaluation.

2-5.3 **Nonrecognition** *is given to a school district or attendance center which fails to submit a program plan, meet legal requirements, or give evidence of meeting minimum standards. A school district which fails for any school year to maintain a recognized school shall not be eligible to file for such year any claim upon the common school fund or collect tuition from another school district.*

(A school district not having recognition status at the end of a school term shall be entitled to receive state aid payments due upon a legal claim which was filed while it was recognized (Section 18-8). The students of any attendance center which fails for any school year to maintain recognized

status shall not be included in any claim upon the common school fund. **The School Code of Illinois,** *Section 5-32, provides that a school district which for one school year fails to maintain recognized schools is automatically dissolved. In essence, a school district or attendance center will be given nonrecognition when it fails continuously to provide for the basic standards required in all elementary and secondary schools.*

CHAPTER III

SUPERINTENDENT OF AN EDUCATIONAL SERVICE REGION (COUNTY SUPERINTENDENT OF SCHOOLS)

3-1 In this document, the county superintendent of schools will be referred to as the superintendent of the educational service region. The 75th General Assembly enacted legislation which provided for this change. The term "county superintendent" will be retained in statutory quotations.

3-2 Section 3-1 and Article 3A of **The School Code of Illinois** designates each county an educational service region and the county superintendent of schools as superintendent of an educational service region. Voluntary consolidation of regions began August 2, 1971; mandatory consolidation for regions having less than 16,000 inhabitants on April 6, 1973; less than 33,000 inhabitants on April 4, 1977. Expenses for the operation of the educational service region shall be prorated on the basis of assessed valuation.

3-3 The superintendent of the educational service region is the intermediate school officer between the local school district and the Office of the Superintendent of Public Instruction. This intermediate school officer, who functions between the local school and the State, is assigned the following responsibility according to Section 3-14.7 of **The School Code of Illinois,** "To act as the official adviser and assistant of the school officers and teachers in his county. In the performance of this duty he shall carry out the advice of the Superintendent of Public Instruction."

3-4 The superintendent of the educational service region is the official representative of the Superintendent of Public Instruction in the local county. Every attempt should be made to assure the closest possible working relationship between the Superintendent of Public Instruction and the superintendent of the educational service region as well as between the superintendent of the educational service region and the administrators of the local school districts.

CHAPTER IV

SCHOOL GOVERNANCE

In planning for the future of our society, no one would deny that our children are our most valuable resources. Historically, the public schools have become one of the most important media for the development of these resources. It is for this reason that the method by which our schools are governed is a vital concern to all citizens in the educational community.

The overriding philosophy of public education in Illinois has traditionally been adherent to the concept of local control of schools. It is the intent of this section to provide for the continuation of this type of governance. An educational program which provides each student with those educational opportunities he or she needs in order to develop himself to his fullest capacity is the optimum result of this governance system.

Therefore, it becomes the responsibility of the local school district to insure that its educational program is responsive to the needs of its community. The purpose of this section is to support and encourage a multifaceted communication system at the local level which will greatly aid in meeting the constitutional mandate of quality education for all youngsters in the State of Illinois.

4-1 Authority

The board of education has the legal responsibility for making final decisions within the framework of the laws and regulations of the state legislature. Each public school is governed by a school board which possesses authority as granted by statutes for the operation of the local school system. Individual board members may be either appointed or elected to serve the local school. The school board has authority to act only while it is in session at a legal meeting. The individual board member does not have legal authority, with reference to local schools, at any time that the school board is not in legal session.

4-2 Statutorily, it is recognized that local boards of education are empowered to establish school policy. Yet the complexities of education today require the involvement of publics that support public education.

Each school district shall involve its local citizens in advising the board of education in the development of school policy.

Citizen involvement should include those individuals who have a vested interest in the outcomes of the educational program of the district. Logically these should include faculty, parents, other interested citizens, and where appropriate students as well.

Such involvement may include avenues such as open hearings, advisory council meetings, town meetings, parent and teacher organizations or other methods that encourage citizen participation.

The program plan which shall be officially adopted by the board of education must reflect community involvement.

4-3 The board of education shall delegate all executive functions to the district superintendent.

4-4 The board of education shall make decisions after having received the recommendation of the administrative head of the school system.

4-5 *The board of education shall hire all school employees only after the recommendation of the district superintendent. The hiring of both professional and nonprofessional staff shall be in accordance with Article 1, Section 18 of the new State Constitution which states: "The equal protection of the laws shall not be denied or abridged on account of sex by the State or its units of local government and school districts." In addition, the Board of Education shall not discriminate because of race, religion, or national origin.*

4-6 *The board of education shall carry out all professional and official relationships with school employees through the chief school administrator.*

4-7 *The board of education shall keep accurate minutes of its proceedings.*

4-8 *The board of education shall carry on business in meetings open to the public according to the Meetings of Public Agencies and Acts in Relation to Meetings, approved July 11, 1957, Chapter 102-41 of the Illinois Revised Statutes and Section 10-20 of* **The School Code of Illinois.**

4-9 *The board of education shall have written policies which reflect current operating philosophy and procedures.*

4-10 *A district shall follow accounting procedures and budgetary practices as required by* **The School Code of Illinois** *and the Superintendent of Public Instruction.*

4-11 *The board of education shall submit periodic reports as requested by the Superintendent of Public Instruction detailing pupil attendance, faculty assignments, and actions taken and planned to prevent and eliminate segregation.*

4-11.1 *A district found to be in noncompliance with the "Rules Establishing Requirements and Procedures for the Elimination and Prevention of Racial Segregation in Schools" shall be required to develop a comprehensive desegregation plan. Failure or refusal of a board of education to comply with these requirements will result in a determination by the Superintendent that the affected school district shall be in a state of nonrecognition until such time as the Superintendent shall determine that the compliance has been achieved.*

4-11.2 *Upon a finding of noncompliance, the board shall change or revise existing attendance center boundaries or create new attendance center boundaries in a manner which will take into consideration the prevention of segregation and the elimination of separation of children in public schools because of color, race, or nationality.*

4-12 *All students within a school district must be provided equal opportunities in all educational programs and services provided by the system (Section 10-20.12).*

4-13 *No school system may exclude a pupil from the public schools because of color who is entitled to the benefits of such schools (Section 22-11) and no school system may exclude or segregate any pupil from a school because of his color, race, or nationality (Section 10-22.5).*

4-14 *Standards and Rules for the Collection, Maintenance, and Dissemination of School Records and Information Pertaining to Students.*

4-14.1 *Records*

a. *Student records shall be defined as any material concerning individual students maintained in any form by the school board and the employees of the school board.*

b. *All records on a student shall be open to that student's parent(s) or guardian(s). Such records shall also be open to the student with the consent of one parent or guardian, except that consent is not required for any student above the age of 14. The school may insist that appropriately trained professional personnel be present to provide assistance necessary to enable the student and/or parent(s) or guardian(s) to understand the material in certain records classified below (Section 4-14.2b) as "temporary data."*

4-14.2 Categories of Records

a. *Cumulative data include official administrative records that constitute the minimum personal data necessary for operation of the educational system. Such data include identifying information (student's name, birth date, race, sex, name, and address of parents or guardian), academic work completed, level of achievement (grades, achievement test scores), and attendance data.*

b. *Temporary data include verified information of clear importance but not absolutely necessary to the school in helping the child or protecting others. Included in this category are data pertaining to scores on intelligence and aptitude tests, interest inventory results, health data, family background information, systematically gathered teacher or counselor ratings and observations, and verified reports of serious or recurrent behavior patterns. This information shall be used only to assist school personnel and shall not be included in those records forwarded to employers or post-secondary educational institutions. Upon graduation of the student from high school, these records shall be destroyed.*

4-14.3 Information Collection

a. *All certified employees of a school must honor the trust of the person who provides information during systematic data collection, or other forms of communication, on the assumption the information will be used confidentially. Students and/or parents must be informed on confidentiality. Students and/or parents must be informed on confidentiality limitations regarding dissemination practices.*

b. *Students and/or parents or guardians shall have the right to appeal for the removal of any item in the student's temporary record, or to request that a rebuttal to any item be placed in the record. The school shall establish procedures for such appeals and requests. These records should be reviewed on a periodic basis to remove outdated or irrelevant matters.*

4-14.4 Dissemination of Information Regarding Students

a. *The school may, without consent of parents or students, share information regarding cumulative and temporary records defined above with: other school officials, including teachers, within the district who have a legitimate interest and who are involved with promoting the welfare of the student; the State Superintendent and his officers or subordinates so long as the intended use of the information is consistent with the Superintendent's statutory*

powers and responsibilities. Federal educational or civil rights agencies, upon notification to the Office of the Superintendent of Public Instruction, may have access to school records.

b. The school shall not divulge, in any form, to any person, agencies, or organization, other than those listed in "a" above, any information contained in the school records (except the names and addresses of the students in attendance at the school may be released to non-commercial agencies or organizations) without 1) the written consent of the student, if above age 16, and/or parent(s) or guardian(s), or 2) a judicial order or a subpeona.

c. Information obtained from a student under age 18 by school nurses, school social workers, guidance counselors, and school psychologists, regarding the personal life and problems of the student and/or his family shall be considered confidential and is not to be released or discussed with anyone, other than school professional personnel who are directly involved with these personal problems, without 1) the written consent of the student, if above age 16, and/or the parent(s) or guardian(s), or 2) a judicial order or a subpoena.

4-15 The board of education must charge per capita tuition based on the previous year's per capita cost to nonresident students. Pupils who become nonresidents during a school term shall not be charged tuition for the remainder of the term (Section 10-20.12A).

4-16 The board of education must furnish (loan) textbooks to students whose parents are unable to buy them (Section 10-20.13).

4-17 The board of education must indemnify and protect its own members, employees, and student teachers as prescribed by law (Section 10-20.20).

4-18 The board of education must observe statutory procedures in letting contracts for supplies, material, or work in excess of $2,500 (Section 10-20.21).

4-19 The board of education must recognize the duties of the superintendent as specified in Section 10-21.4 and permit him to function in accordance with these duties.

4-20 No public school may permit the existence or functioning of any fraternity, sorority, or secret society as defined in Section 31-1.

4-21 Except as provided in Section 18-10, no elementary school district having fewer than 15 pupils in average daily attendance and no high school district having fewer than 60 pupils in average daily attendance may file any claim for state aid - either flat grant or special equalization (Section 18-10). Such schools may, however, be granted recognition if they meet recognition standards.

4-22 The board of education must observe Section 24-2 when granting special holidays. A teacher shall not be required to teach on Saturdays or on legal school holidays. School boards may grant special holidays whenever in their judgment such action is advisable.

4-23 When employing teacher aides or utilizing noncertificated personnel, the board of education must assure itself that conditions as cited in Sections 10-22.34 and 10-22.34A are met.

4-24 The board of education must fully observe Sections 10-20.15 and 10-21.1 when discharging its responsibilities associated with the paying, appointment, and establishment of salaries for teachers.

4-25 *Relative to budgets, tax rates, and tax warrants, the board of education must comply with conditions as cited in Article 17.*

4-26 *The district must comply with the document No. 156 (Revised July 1, 1969) "Efficient and Adequate Standards for Construction of Schools," and No. 157 (Revised July 1, 1969) "Building Specifications for Health and Safety in Public Schools" as issued by the Office of the Superintendent of Public Instruction.*

4-27 *Section 24-2 states that commemorative holidays are regular school days devoted to the commemoration of specified patriotic, civic, cultural, historical, persons or occasions. On commemorative holidays, teachers and students shall devote a portion of the school day to study and honor the person or occasion which is the subject of the holiday. Commemorative holidays are: January 15 (the birthday of Dr. Martin Luther King, Jr.), and the first Monday in March (the birthday of Casimir Pulaski).*

4-28 *Section 27-19, Leif Erickson Day, and Section 27-20, American Indian Day, are to be observed as directed.*

4-29 *The Governor shall annually designate by official proclamation a day in the spring to be known as Arbor and Bird Day," to be observed throughout the State as a day for planting trees, shrubs and vines about public grounds, and as a day on which to hold appropriate exercises in the public schools and elsewhere tending to show the value of trees and birds and the necessity for their protection (Section 27-15).*

The Governor shall annually designate by official proclamation one week in May to be known as "Illinois Law Week" to be observed throughout the State to foster the importance of law and the respect thereof in Illinois (Section 27-20.1).

4-30 *The local board may secure assistance in carrying out its responsibilities from the superintendent of the educational service region and the Superintendent of Public Instruction and his staff. In addition, such assistance is available from the Illinois Association of School Boards and numerous professional associations and groups.*

4-31 *Selection of books and materials by school districts must be in accordance with Section 28-6.*

4-32 **The School Code of Illinois** *in Chapter 122, Section 24-24 allows local boards of education to permit the use of corporal punishment. In actual practice, however, many districts have prohibited corporal punishment. Districts that have continued to use corporal punishment have often found themselves and/or their employees the defendants in court action. In an attempt to prevent misuse of the broad concept of the law as set out in Section 24-24, the Office of the Superintendent of Public Instruction has implemented the following as a part of these rules and regulations:*

> *Corporal punishment, as a penalty for misbehavior, may be employed by the district unless an individual parent or guardian submits a written request that corporal punishment may not be administered to his child or children.*

CHAPTER V

SCHOOL DISTRICT ADMINISTRATION

5-1 General qualifications and duties

5-1.1 One of the most important duties of the local board of education is that of securing the services of a superintendent of schools who shall have charge of the administration of the system under the direction of the board of education. Due to the unique position that the superintendent holds, it is extremely important that the board of education employ a capable and knowledgeable superintendent who possesses qualities of leadership, dedication, and stability. The local superintendent shall make recommendations for the detailed management of the educational program and the business affairs of the district and must conduct the school's business in accordance with policies established by the board of education as defined in Chapter 4-2 of the recognition standards. The local school administrator should be provided with sufficient professional and nonprofessional personnel required to conduct the affairs of the local district in an efficient and effective manner. Section 10-21.4 identifies duties of the super intendent of a school district.

5-2 Building principal

5-2.1 Legal responsibility
Section 10-21.4a identifies the duties of a principal. The principal shall assume administrative responsibilities and instructional leadership, under the supervision of the superintendent and in accordance with reasonable rules and regulations of the board of education for the planning, operation and evaluation of the educational program of the attendance area to which he is assigned. The principal shall submit recommendations to the superintendent concerning the appointment, retention, promotion, and assignment of all personnel assigned to the attendance center. The principal shall be involved in the development of the budget of the school for the implementation of needed programs.

5-2.2 Assignment to attendance centers
Every school building shall have a principal who meets certification and other recognition standards required for the position. In an attendance center having fewer than four teachers, a head teacher who does not qualify as a principal may be assigned in the place of a principal. The head teacher's duties are the same as those of a principal.

5-3 Administrative Organization

5-3.1 Every district must designate within its organizational structure the specific responsibilities of each administrator in regard to meeting the educational policies, goals, and philosophies set by the governing board of the respective school in accordance with Chapter 4-2 of these recognition standards.

5-3.2 Administrators and supervisors must be appropriately certificated, meeting the requirements as outlined in Section 21-7.1 in **The School Code of Illinois.**

5-3.3 Every school district shall have a legally qualified person designated as superintendent.

5-3.4 *In unit districts with less than 750 students, a superintendent may serve in one additional administrative capacity with written approval of the School Approval Section of the Office of the Superintendent of Public Instruction. An administrator may serve in the dual capacity of superintendent of an independent elementary district and an independent high school district; as superintendent of two independent high school districts; or as superintendent of two independent elementary districts.*

5-3.5 *Every attendance center shall have a legally certified building principal.*

5-3.6 *An administrator, i.e., superintendent or principal, may serve in two professional capacities (excluding unit superintendent) provided his full-time equivalency results in a maximum of one full-time professional position.*

CHAPTER VI

THE INSTRUCTIONAL PROGRAM

6-1 *The instructional program of a school shall be determined by the board of education with involvement of parents, students, the professional staff, and the local community. The basic curriculum shall include organized experiences which provide each student ample opportunity to achieve the goals for which the school exists and which meet the minimum program defined by* **The School Code of Illinois.** *The program should provide a learning process and educational experiences which enable students to achieve optimum personal growth and to learn the process of inquiry. The resultant knowledge and skills should allow students to function successfully in a worthwhile and rewarding career of their choice and to render valuable service to a free, open, and democratic society.*

6-2 *Basic guides*

6-2.1 *Every school district should utilize a continuous process of evaluation to demonstrate progress toward accomplishing its instructional goals.*

6-2.2 *Every school district shall have a written schedule of classes.*

6-2.3 *Every school district shall have an organized plan for recording pupil progress and/or awarding credit; a plan which can be articulated with other schools in the State.*

6-2.4 *Every school district shall make provisions for students of different talents, intellectual capacities, and interests. The listing of course offerings alone is inadequate evidence that such provisions exist.*

6-2.5 *Every school should make provisions for continuity and horizontal and vertical articulation of its programs from level to level and course to course. The central goal of such articulation should be the provision of programs adapted to the individual student's needs and abilities.*

6-2.6 *Every school should utilize the resources of the community to enrich the instructional program.*

6-2.7 *The instructors shall meet the semester hour requirements for the areas of their teaching assignment as outlined in Chapter 9, Section 5 of this document.*

6-2.8 *Teacher assignments and length of periods*

Teaching assignments, including study hall and extra class duties and responsibilities, shall be equitably distributed among staff members and shall reflect the philosophy of the school. Schedules providing modular-scheduling must be considered on an individual basis.

6-2.9 *Supervisory and In-service Programs*

Goals for the school system can be better achieved if members of the professional staff contribute to their development. Every school system shall conduct continuous supervisory and in-service programs for its professional personnel. Members of the professional staff shall be involved in planning, conducting, and evaluating supervisory and in-service programs. Evidence of in-service programs shall be included in the program plan.

6-2.10 **The School Code of Illinois** *in Sections 10-19 and 18-8 specifies certain measures relative to the school day. The fulfillment of these specifications does not necessarily guarantee a quality education. Any deviation from this section of* **The School Code of Illinois** *enumerated below will be examined on an individual basis by the Office of the Superintendent of Public Instruction, School Approval Section.* A summary of Section 18-8 indicates: Every school system shall operate its schools a minimum of five clock-hours each school day with the following exceptions.

a. Four clock-hours may be counted as a day of attendance for 1st grade pupils.

b. Two clock-hours may be counted as a half-day of attendance by kindergarten pupils. "A recognized kindergarten shall not have more than ½ day of attendance counted in any one day. However, kindergartens may count 2½ days of attendance in any five consecutive school days. Where a kindergarten pupil attends school for two half-days on any one school day, such pupil shall have the following day as a day absent from school, unless the school system obtains permission in writing from the Superintendent of Public Instruction."

c. One clock-hour may count as one-half day of attendance for handicapped children below the age of six years who cannot attend a full day because of handicap or immaturity.

d. Days of attendance may be less that five clock-hours on the opening and closing day of the school term, and upon the second day of the school term if the first day is utilized by an institute or teachers' workshop. Four clock-hours may be counted as a day of attendance upon certification by the superintendent of the educational service region and approved by the Superintendent of Public Instruction to the extent that the district has been forced to use daily multiple sessions.

POLICY STATEMENT: Approval to count a session of four to five clock hours as a day in session shall be granted by the Office of Public Instruction, upon certification of the districts plans by the Superintendent Educational Service Region. The request must be made prior to the opening of the school year to be used, must include a copy of the official Board of Education minutes indicating board approval of the plan, must include provision for remedying the situation that caused the request, and must include a daily schedule showing each student will in fact be in class at least four clock hours. Requests for extensions must be made by the district annually, prior to the opening of school;

e. A session of three or more clock-hours, up to a maximum of five days per school year, may be counted as a day of attendance when the remainder of the day is utilized for an in-service training program for teachers provided a district conducts an in-service training program for teachers which has been approved by the Superintendent of Public Instruction.

f. Any deviation from the five clock-hour requirement as it pertains to student attendance will be evaluated on an individual basis by the Office of the Superintendent of Public Instruction, School Approval Section.

6-2.11 The board of education must adopt a calendar for the current year with a minimum of 176 days of pupil attendance. Specific requirements regarding days of school as cited in Sections 10-19 and 18-8 are mandated by **The School Code of Illinois**. *Each school board shall annually prepare a calendar for the school term, specifying the opening and closing dates and providing a minimum term of at least 185 days to insure 176 days of actual pupil attendance, computable under Section 18-8. Any days allowed by law for teachers' institute but not used as such shall increase the minimum term by the school days not so used. Except as provided in Section 10-19.1, the board may not extend the school term beyond such closing date unless that extension of term is necessary to provide the minimum number of computable days. In case of such necessary extension school employees shall be paid for such additional time on the basis of their regular contracts. A school board may specify a closing date earlier than that set on the annual calendar when the schools of the district have provided the minimum number of computable days under this section. Nothing in this Section prevents the board from employing superintendents of schools, principals, and other nonteaching personnel for a period of 12 months, or in the case of superintendents for a period in accordance with Section 10-23.8, or prevents the board from extending the employment of other personnel beyond the regular school term with payment of additional salary proportionate to that received during the school term. (Amended by L. 1969, H.B. 76, approved October 12, 1969.)*

6-3 Additional criteria for elementary schools

6-3.1 A system or an attendance center shall have at least one teacher per grade or an acceptable program alternative e.g., individualized instruction, multi-level grouping, etc. or an acceptable alternative program.

A district must provide the following areas of study appropriately coordinated and supervised:

Language Arts
Science
Mathematics
Social Studies
Music
Art
Health Education
Physical Education
Consumer Education
Conservation
Special Education
Career Development -- Awareness and Exploration

6-3.2 An elementary or unit school district shall provide kindergarten (Section 10-20.19A).

6-4 Additional criteria for secondary schools

6-4.1 The district must provide a comprehensive curriculum, including the following as a minimum program of offerings:

Language Arts
Science
Mathematics
Social Studies and History of the United States

Foreign Language
Music
Art
Career Development -- Orientation and Preparation
Health Education
Physical Education
Conservation
Consumer Education
Special Education
Driver Education (high school only)
Vocational and Technical Skill Development (high school only)
Safety Education

6-4.2 The daily program should be organized so as to afford each student easy access to the instructional materials center, the counselor, program of extracurricular activities, and teacher-student conferences.

6-4.3 Every school has the responsibility to prepare students for full citizenship. To this end each school should encourage student discussion and communication both in and out of the classroom in areas of local, state, national and international concern.

6-4.4 At least 75 percent of the courses offered should be taught by teachers who have major preparation in the subject areas.

6-4.5 Each teacher should teach subjects that are in his field of major preparation and the teaching load should not be excessive.

a. No teacher shall have more than five different preparations.

b. A teacher who has three different class preparations in the field of his major preparation should not have more than one class preparation in the field of his minor preparation.

c. Each teacher must have time to conduct student conferences and plan for instructional programs.

6-4.6 Each school should provide a balanced co-curricular program to serve and develop the interests, abilities, and needs of all students.

6-4.7 Specific minimum requirements for graduation: 16 units or the equivalent in grades 9-12 if a 4-year high school and 12 units in grades 10-12 if a 3-year high school.

In either of the above, one must be in American History, or American History and Government. In a 4-year high school 3 units must be in English. In a 3-year high school 2 units must be in English.

In addition to the foregoing, all graduates are required by law to have had adequate instruction in American patriotism and representative government, proper use and display of the American flag, honesty, justice, moral courage, humane education, safety education, health education, The Illinois Vehicle Code, conservation, consumer education, physical education, and others mandated in Section 27.

There should be a definite school policy regarding the credit earned each semester in physical education, with provisions for allowable variables in special cases.

It is the responsibility of the school's administration to provide parents and guardians timely and periodic information concerning graduation requirements for all students, particularly in cases where a student's eligibility for graduation may be in question.

Note: Additional requirements for graduation may be adopted by local boards of education. It is recommended that courses taken in junior college be accepted toward graduation.

6-4.8 Cocurricular activities

Such programs for extra-classroom activities must be well balanced and provide proper emphasis and opportunities for all students rather than for a few. The desires of the student body in the area of cocurricular activities shall be of critical importance. At all times, activities of this nature should be carefully supervised by the regular designated staff members of the school. It is strongly recommended that the board of education establish the position of authority of the administration as related to the total program.

Constant study and reappraisal of the school's entire extra-classroom program are essential, and should be made by the board of education, the staff, and the students.

6-5 Standards for media programs

6-5.1 Each attendance center shall provide a program of media services to meet the curricular and instructional needs of the school.

a. The student depends on the media program for many purposes related to instructional requirements, as well as recreational interest. The focus of the media program must be on facilitating and improving the learning process.

b. The basis of a quality program of media services is not the number of materials, amount of budget, number of professional and clerical staff, and size of quarters alone, but an adequate media program cannot be developed without them. Equally as important is the manner in which these resources are used. A program of media services should be rated on a scale that measures to what extent it meets the curricular and instructional needs of the school. **The Standards for Educational Media Programs in Illinois** (revised, 1972) is suggested as a guide for program improvement.

6-6 Pupil personnel services

All educational programs shall provide pupil personnel services, the scope of which is determined through a comprehensive needs assessment of the local school district.

6-6.1 Pupil personnel services are those services provided by certified school social workers, certified school psychologists, certified school counselors, and certified or approved school nurses.

6-6.2 The local district should conduct a needs assessment and delineate needs in the areas of: guidance services, health services, psychological services, and social work services.

6-6.3 *The local needs assessment, as determined by the district, and the extent to which those needs are met will be the basis of the evaluation by the Office of the Superintendent of Public Instruction.*

6-6.4 *In addition to the needs assessment, the local district shall address the following approaches to service as they develop their own pupil personnel services program:*

a. *Utilize interdisciplinary approaches such as teaming to provide these services.*

b. *Plan and evaluate their own pupil personnel program by: identifying objectives for the improvement of pupil personnel services, designing a program to accomplish the objectives, and developing procedures for evaluating the accomplishment of objectives. These processes shall relate to the program plan of the entire district.*

c. *Provide continuing availability of pupil services personnel for consultation with all groups.*

d. *Contribute to the curricular and educational processes.*

e. *Plan programs of preventive services.*

f. *Provide diagnostic and screening services.*

g. *Utilize and develop resources both internal and external.*

h. *Provide for professional growth and development.*

i. *Provide administrative, supervisory, and recording functions appropriate for the scope of pupil personnel services.*

j. *Develop personnel policies and public relations necessary to facilitate the delivery of pupil personnel services.*

k. *Comply with certification standards.*

l. *Initiate pupil personnel services functioning at all educational levels.*

m. *Develop ongoing pupil personnel services, professional review, and approval of program services.*

n. *Provide adequate administrative and staff support and arrangements to insure interdisciplinary pupil personnel services programs.*

o. *Develop an environment supportive of the functioning of comprehensive pupil personnel services.*

6-6.5 *These services should be evaluated with respect to the extent to which professionals conducting these services have considered incorporating the latest delivery systems, technologies, knowledge, and procedures of the health and behavioral, scientific, and applied heritages of which they are a part. The above areas are discussed in detail in the* **Guidelines for Pupil Personnel Services** *prepared by the Pupil Personnel Services Section of the Office of the Superintendent of Public Instruction.*

6-7 Career Development

The instructional program of every school district shall address itself to initiating a career education program.

6-7.1 The educational system shall provide every student with opportunities for training in the world of work.

6-7.2 Every district shall initiate an organized sequential Career Development awareness, exploration, orientation, and preparation program at all grade levels which should enable students to make more meaningful and informed career decisions. Career Development encompasses the entire process of preparing an individual for a productive and meaningful life.

6-8 Driver Education and Safety

6-8.1 School districts maintaining grades 9-12 shall, in compliance with Section 27-24 of **The School Code of Illinois**, provide a driver education course.

a. Such a course shall consist of at least 30 clock-hours of classroom instruction and at least six hours of practice driving in a dual control car. Ten hours of instruction on a multiple car range may be allowed in lieu of five hours of instruction in a dual control car, and twelve hours of instruction in driving simulators may be allowed in lieu of three hours of instruction in a dual control car, if prior approval is obtained.

b. Strong emphasis must be provided to establish and promote essential knowledge, correct habits, fundamental skills, proper attitudes, and a sound understanding of the rules and laws necessary for safe driving.

c. Such a driver education course should include classroom instruction on the safety rules and operation of motorcycles or motor driven cycles.

d. Protective eye devices shall be provided to all students, teachers, and visitors when participating in, or observing, dangerous vocational industrial arts, and chemical-physical courses or laboratories.

6-9 Consumer Education and Protection

6-9.1 Pupils in the public school systems in grades 8-12 shall be taught and be required to study courses which include instruction in consumer education, including, but not necessarily limited to, installment purchasing, budgeting, and comparison of prices (Section 27-12.1).

a. A course in consumer education shall include: the individual consumer in the marketplace, money management, consumer credit, buying goods and services, housing, food, transportation, clothing, health services, drugs, cosmetics, recreation, furnishings and appliances, insurance savings and investments, taxes, and the consumer in society.

b. Teachers instructing in consumer education courses shall have proper certification for the position to which they are assigned with at least three semester hours in consumer education or consumer related courses. Appropriate college and university courses

may be found in the areas of business education, home economics, and social studies.

c. The Superintendent of each school district shall maintain evidence which shows that each student has received adequate instruction in consumer education as required by law (installment purchasing, budgeting, and comparison of prices) prior to the completion of the 12th grade. For grades 8, 9, 10, 11, and 12, consumer education may be included in course content of other courses or it may be taught as a separate required course.

d. The board of education may determine the amount of instruction devoted to consumer education in the 8th grade provided it includes installment purchasing, budgeting, and comparison of prices.

e. Each district shall use as a minimum guideline the standards set forth in Guidelines for Consumer Education issued by the Office of Public Instruction 1972.

Environmental Education

6-10.1 In every public school there shall be instruction, study and discussion of environmental problems and needs, including, but not limited to, population growth and distribution, food production, natural resource depletion, air pollution, water pollution and supply, soil erosion, excessive use of pesticides, energy demands, transportation systems, forest and wildlife conservation, solid waste disposal, noise abatement, and the humane care of animals. The public school program should create attitudinal changes among the students. These attitudes will be measured through changes in future life style. (27-13.1)

a. Both elementary and secondary teachers, at all grade levels, and in all subject areas, are encouraged to acquire training in environmental education. All teachers should inculcate ecological concepts in their respective areas of teaching. If on the secondary level, the teacher must have a minimum of three semester hours of training in conservation or environmental studies.

Social Studies and History

6-11.1 Each school system shall provide history and social studies which do the following: critically analyze not only the principles of representative government, the Constitution of the United States and of the State of Illinois, and proper use of the flag, but also how these concepts have related, and presently do relate, in actual practice to our world. The teaching of history shall include a study of the role and contributions of ethnic groups in the history of this country and the State (Sec. 27-21). No student shall receive a certificate of graduation without passing a satisfactory examination upon such subjects. (Sec. 27-3).

Physical Education

6-12.1 Appropriate activity related to physical education shall be required of all students each day (Sec. 27.6). The time schedule should compare favorably with any other courses in the curriculum (i.e., modular schedules will be evaluated on an individual basis). Safety education, which includes driver education, may be incorporated with the physical education program.

a. If a district determines that it is difficult to implement a program of physical education which involves all students daily, the administration should consult one of the physical education specialists in the Office of the Superintendent of Public Instruction. Any deviation from the regular physical education program must have prior approval from the School Approval Section of the Office of the Superintendent of Public Instruction.

b. Where it appears most difficult to implement a daily program, the administration should report the reasons for the problem and prepare and present a proposed plan for the current year to the Office of the Superintendent of Public Instruction for evaluation.

6-13 Health Education

6-13.1 Each school system shall provide a comprehensive health education program in accordance with the requirements of the "Critical Health Problems and Comprehensive Health Education Act" (Chapter 122) and the **Guidelines for Implementing the "Critical Health Problems and Comprehensive Health Education Act."**

a. The health education program shall include but not be limited to the following major educational areas as a basis for curricula in all elementary and secondary schools: human ecology and health, human growth and development, prevention and control of disease, public and environmental health, consumer health, safety education and disaster survival, mental health and illness, personal health habits, alcohol, drug use and abuse, tobacco, nutrition, and dental health.

b. There is no specific time requirement for Grades K-6; however, health education shall be a part of the formal regular instructional program at each grade level.

c. The minimal time allocation, Grades 7-9, shall not be less than one semester or equivalent during the middle or junior high school experience.

d. The minimal time allocation shall not be less than one semester or equivalent during the high school experience.

e. In those situations where questions arise relative to scheduling and time allocations, the administration should consult a health education specialist in the Office of the Superintendent of Public Instruction. Any deviation from the prescribed guidelines for health education must have prior approval from the School Approval Section of the Office of the Superintendent of Public Instruction.

6-14 Programs for children with exceptional needs

6-14.1 Every student who demonstrates educationally related needs which are not met by the standard program offered by the district shall be provided with those programs and services required to facilitate his educational development.

6-14.2 Students who demonstrate exceptional needs shall be given educational opportunities equal to those of all other children.

6-14.3 Students who demonstrate exceptional needs shall enjoy the same rights and privileges as all other children.

6-14.4 Each local school district, independently or in cooperation with other school districts, shall provide a comprehensive program of special education which will meet the needs of children with the following exceptional characteristics:

a. Auditory, visual, physical, or health impairment.

b. Speech and/or language impairment.

c. Deficits in the essential learning of perception, conceptualization, memory, attention, and/or motor control.

d. Deficits in intellectual development and mental capacity.

e. Educational maladjustment related to social and/or cultural circumstances.

f. Affective disorders and/or adaptive behavior which restricts effective functioning.

6-14.5 The establishment and operation of all special education shall follow the **Rules and Regulations Governing the Administration and Operation of Special Education.**

6-15 Bilingual programs

6-15.1 Any school district containing one or more attendance centers which have ten percent or more students from homes where the English language is not spoken and/or English is a second language shall employ persons qualified by the State Teacher Certification Board to teach and supervise bilingual programs, subject to approval by the Superintendent of Public Instruction.

6-16 Special programs

6-16.1 Summer School
A recognized school district may conduct summer school and receive State reimbursement (Section 18-8).

6-16.2 Evening School Credit Courses
The Office of the Superintendent of Public Instruction encourages the growth of new and creative programs to meet the needs of out-of-school youths and adults. Pursuant to these needs, a high school should offer evening school courses for credit on the same basis as courses offered in the day program. Experimental and pilot studies may be undertaken with the approval of, and under the supervision of, the Superintendent of Public Instruction. If a program is approved in advance by the Superintendent of Public Instruction, a high school may issue credit for a course on the basis of qualitative attainment rather than on the time element.

6-16.3 Boards of education must have a definite policy regarding the kinds of institutions that provide correspondence courses and the number of credits that will be applied toward graduation.

a. Credit for courses completed by correspondence may be given without local examinations.

b. Credit for courses from nonrecognized or nonaccredited institutions may be validated only by examinations given by local authorities.

6-17 Credit Earned Through Proficiency Examinations

6-17.1 A high school should grant credit on the basis of local examinations to pupils who have achieved the necessary proficiencies through independent study, either with or without private tutoring, or for work taken in or from a recognized institution. Plans for earning credit outside of regular classes should be approved in advance by the local high school principal according to established policy. The pupil's permanent record should show how the credit was earned. His examination papers upon which such credit is validated should be kept in the school file for three years as evidence for recognition and accreditation agencies.

6-18 Adult Education

6-18.1 Local school districts have the authority to maintain programs of education beyond high school for adults.

a. This is an important responsibility of local districts. The local district is encouraged to develop cooperative programs in conjunction with public junior colleges.

b. Automation, increased leisure time, and the necessity for a highly educated electorate in a democratic society place new demands on the public schools to provide continuous and continuing education for all its citizens.

The course offerings must be planned to provide an orderly development of content so that the adult learner will have a logical pattern of progression toward his needs and his goals.

c. The Superintendent of Public Instruction may approve institutions at the secondary level for training eligible veterans under Public Law 89-358. The authority and the criteria for this approval are listed in Title 38, Chapter 34, United States Code.

Eligible veterans who complete their secondary education through this program may receive regular monthly benefits without detracting from their original period of entitlement which may be used to further education in advanced fields. This includes veterans with more than six months service since January 31, 1955.

6-19 Armed forces educational experiences

6-19.1 Secondary schools may obtain credit recommendations for service experience by submitting the form, "Request for Evaluation of Service School Training," to the Commission on Accreditation of Service Experiences, 1 DuPont Circle, Washington, D.C. 20036.

Note: The Office of the Superintendent of Public Instruction recommends that a high school grant credit toward a diploma for the following service educational experiences:

United States Armed Forces Institute courses

United States Armed Forces Institute subject examinations

High school courses offered through USAFI by cooperating colleges and universities: credit upon transfer from the school offering the course

Marine Corps Institute courses

Coast Guard Institute courses

Service school training

High school credit toward a diploma for basic or recruit training is not recommended

6-20 Correctional institution educational programs

6-20.1 Boards of education are encouraged to evaluate and accept credits from programs within the correctional institutions of the State of [illegible] is.

CHAPTER VII

SUPPORT SERVICES

7-1 Transportation

School boards of community consolidated districts, community unit districts, consolidated districts, and consolidated high school districts shall provide free transportation for pupils residing at a distance of one and one-half miles or more from any school to which they are assigned for attendance as prescribed in Section 29-3. Free service may be provided for all other pupils residing in school districts not enumerated in the Section. "Districts must comply with provisions of 29-4 to qualify for reimbursement."

The district has the responsibility of providing sufficient buses for transporting all eligible pupils, and making certain such equipment is properly maintained in an effective and safe condition.

The school district is required to conform to the standards, instructions, and regulations established by the Office of the Superintendent of Public Instruction. Special attention should be given to instructing students in safety measures and proper conduct.

Bus service and schedules should be organized and planned to permit the transported pupils to participate in the entire educational program.

7-2 School Food Services

Schools should constantly strive to improve food services by providing well-balanced menus, attractively served food, and excellent service to the students.

The General Assembly of Illinois and Congress of the United States have recently passed legislation to implement and expand the school food services program in Illinois. Effective September, 1970, a food service program is mandatory in all public schools having children eligible for free meals.

Priority must be given to schools where there is a high concentration of needy children. Children from families whose income level has qualified them for free meals in accordance with the economic guidelines, and children from families receiving public assistance such as aid to dependent children, general assistance, or from families participating in the Food Stamp or Commodity Distribution Programs shall receive free meals.

The existing procedure of filing claims for reimbursement will be continued with the addition of keeping separate entries for State and Federal reimbursement. Guidelines and adequate directions for the operation of the program, record keeping, and filing claims are available from the School Food Services Section, Office of the Superintendent of Public Instruction.

Illinois House Bill 2601 requires that the public schools in Illinois provide a free lunch to all eligible, needy children.

Authorization for State reimbursement to the public schools is in accord with State statutes.

For all information relating to the National School Lunch Program, contact the Pupil Personnel Department, School Food Services Section.

7-3 Health Services

Physical examinations, dental examinations, and immunizations as prescribed in Section 27-8 shall be followed in detail in maintaining the cumulative records kept by the school authorities. Additional examinations of pupils may be required when deemed necessary. Girls and boys participating in interscholastic athletics should be examined annually.

A health program should provide the additional services: vision and hearing screening, emergency procedures, orthopedic screening, preference tests when indicated, homebound instruction, home visits, and staffings.

In addition to the basic requirements included in the school's program, provisions for formal instruction in health and safety shall be included in the course of study.

CHAPTER VIII

STAFF QUALIFICATIONS

8-1 Public School Districts

Except as noted in the next paragraph, no one shall be certified to teach or supervise in the public schools of the State of Illinois who is not of good character, good health, a citizen of the United States, and at least 19 years of age (**The School Code of Illinois**, Section 21-1).

A person not a citizen of the United States who has filed a declaration of intent to become a citizen of the United States may be issued a certificate valid for teaching in all grades of the common schools. Such a person shall have graduated with not fewer than 120 semester hours *(or the equivalent as approved by the Office of the Superintendent of Public Instruction)* of credit from a recognized institution of higher learning and shall meet other requirements determined by the Superintendent of Public Instruction in consultation with the State Teacher Certification Board.

8-2 The board of education must comply with Section 21-1, which states that no one shall teach or supervise in a public school unless he holds a certificate of qualification for the position to which he has been assigned.

8-3 When employing teacher aides or utilizing noncertified personnel, the board of education must assure itself that conditions as cited in Sections 10-22.34 and 10-22.34A are met.

School boards may further utilize volunteer noncertified personnel or employ noncertified personnel to assist in the instruction of pupils under the immediate supervision of a teacher, holding a valid certificate, directly engaged in teaching subject matter or conducting activities. The teacher shall be continuously aware of the noncertified persons' activities and shall be able to control or modify them. The Superintendent of Public Instruction, in consultation with the State Teacher Certification Board, shall determine qualifications of such personnel and shall prescribe rules for determining the duties and activities to be assigned to such personnel.

8-4 Under certain conditions a school may utilize noncertified personnel under the direction of a certified person, in providing specialized instruction not otherwise readily available in the immediate school environment. The duration of the instruction should be determined by the certified teacher under whose direction the program is conducted.

8-5 Certification and Other Recognition Requirements

To be a recognized school or school district, all professional staff members must be properly certified. The school or school district must operate in accordance with recognition standards established by the Superintendent of Public Instruction as required by law.

8-6 Requirements for Different Certificates

Requirements for the different types of certificates may be secured from superintendents of educational service regions or the State Teacher Certification Board, 212 East Monroe Street, Springfield, Illinois 62706.

8-7 Transcripts of Credits

Official transcripts of credits earned are issued by institutions of higher learning. No transcripts of credits will be accepted by a superintendent of an educational service region, the State Teacher Certification Board, or the Superintendent of Public Instruction unless it bears the seal and the signature of the responsible officer of the institution issuing the transcript.

CHAPTER IX

STANDARDS GOVERNING PREPARATION OF PROFESSIONAL PERSONNEL

The specific standards which relate to certification requirements are obligatory in that they are governed by statutory regulations (**The School Code of Illinois**, Section 21).

9-1 Standards governing preparation of administrators and supervisors who attained an administrative certificate (with an appropriate endorsement) available after July 1, 1966.

Position	Requirements
a. Superintendent for unit district	Administrative Certificate
High school district	Superintendent endorsement
Elementary district - four or more teachers including superintendent	Master's degree plus 30 semester hours graduate education - including 16 semester hours professional education
Note: A superintendent is the administrator directly responsible to the board of education	Two years experience as an administrator or supervisor
b. Assistant superintendent with administrative and supervisory responsibilities	Administrative Certificate (General Administrative Endorsement)
Unit district	Master's degree
High school district	20 semester hours graduate credit in administration and supervision
Elementary district	Two years experience as a teacher
c. Principal or assistant principal high school, junior high school, elementary district - 4 or more teachers including principal	Same as above
d. Supervisory - all-grade levels - General supervision, curriculum coordinator or director	Administrative Certificate (General Supervisory Endorsement)
	Master's degree
Special education - supervising more than one field	16 semester hours graduate credit of which 8 semester hours must be in curriculum and research
	Two years experience of full-time teaching
e. Supervisors in special subject areas such as art, physical education, music, language arts, foreign language, science, etc., who spend one-half time or more supervising	*Standard Special (Type 10 endorsed for supervisory)*
	Master's degree
	8 semester hours of professional education

Supervisory and Administrative Certificates available and valid for the positions cited above issued before July 1, 1968, will continue to be valid for similar positions in any school in Illinois. (See Section 9-2.)

IMPORTANT NOTE:

*Persons who obtain a special certificate after October 6, 1969, will be required to have a master's degree, 8 semester hours of professional education at the graduate level, and two years of teaching experience in order to qualify as supervisors under "d" above. This requirement is not retroactive.

9-2 Standards governing preparation of administrators and supervisors who held appropriate supervisory certificates prior to July 1, 1968.

Position	Requirements
a. Superintendent Elementary district with 4 to 10 teachers (including the superintendent)	Supervisory Certificate Bachelor's and Master's degrees recommended 16 semester hours of professional education Four years teaching experience
Elementary district with 11 or more teachers (including the superintendent)	Supervisory Certificate Master's degree 20 semester hours of graduate professional education Four years teaching experience
District with a high school	All-grade Supervisory or State Supervisory Certificate issued before 1951 Master's degree 20 semester hours of graduate professional education Four years teaching experience
Unit district	Same as above
b. Assistant superintendent with administrative and supervisory responsibilities in elementary schools	All-grade Supervisory or State Supervisory Certificate issued before 1951 Master's degree 20 semester hours of graduate professional education Four years teaching experience
With administrative and supervisory responsibilities in high school	All-grade Supervisory or State Supervisory Certificate issued before 1951 Master's degree 20 semester hours of graduate professional education Four years teaching experience

Position	Requirements
Unit district	All-grade Supervisory or State Supervisory Certificate issued before 1951 Master's degree 20 semester hours of graduate professional education Four years teaching experience
c. Principal Elementary school with 4 to 10 teachers	Supervisory Certificate Bachelor's and master's degrees recommended 16 semester hours of professional education Four years teaching experience, preferably elementary school
Elementary school general supervisor, curriculum coordinator, or director	Supervisory Certificate Bachelor's degree Professional Education: 16 semester hours with work in educational philosophy, educational psychology, elementary school supervision, elementary school curriculum, and secondary school curriculum Work in special field: 32 semester hours Four years teaching experience
High school general supervisor, curriculum coordinator, or director	All-grade Supervisory or State Supervisory Certificate issued before 1951 Master's degree 20 semester hours graduate with work in educational philosophy, educational psychology, secondary school supervision, secondary school curriculum Four years teaching experience
High school special supervisor, supervising head, or department chairman (if he spends one-half time or more supervising)	All-grade Supervisory or State Supervisory Certificate issued brfore 1951 Master's degree 20 semester hours graduate approximately divided evenly between the elementary and the secondary levels and representing preparation in the fields of educational philosophy, educational psychology, supervision, elementary school curriculum, and secondary school curriculum for professional education Four years teaching experience preferably at both elementary and secondary levels.

9-3 Standards for Media Services

9-3.1 Preparation of persons providing media service

Position	Requirements
a. The instructional media specialist: responsible for both library and audio-visual services	Teacher Certificate Work in special field: 27 semester hours with at least 12 in audiovisual and 15 in library science, including *professional preparation (at four year college and/or graduate levels) in administration, organization (cataloging and classification), reference, selection, materials for elementary and/or secondary levels, production and communications.*
School librarian responsible for library services	*Teacher Certificate* *Work in special field: 18 semester hours in library science including professional preparation (at four year college and/or graduate levels) in administration, organization (cataloging and classification), reference, selection, and materials for elementary and/or secondary levels.*
Audiovisual coordinator: responsible for audiovisual services	Teacher Certificate Work in special field: 18 semester hours in audiovisual education including *professional preparation (at four year college and/or graduate levels) in utilization, production, administration, learning theory, and communication.*
Media (instructional materials) specialist: works with students, teachers, and media (Instructional Materials school library, and audiovisual personnel)	Teacher or Standard Special Certificate with media (instructional materials) Teaching endorsement Work in special field: 32 semester hours in media (instructional materials, library science, audiovisual) including *professional preparation (at a four year college and/or graduate levels) in administration, organization (cataloging and classification), reference, selection, materials for elementary and/or secondary levels, production and communications.*
School library specialist: works with students, teachers, and school library services	Teacher or Standard Special Certificate with School Librarian Teaching Endorsement Work in special field: 32 semester hours in library science, *including professional preparation (at four year college and/or graduate levels) in administration, organization (cataloging and classification), reference, selection, materials for elementary and/or secondary levels.*

Position	Requirements
Audiovisual specialist: works with students, teachers, and audiovisual services	*Teacher or Standard Special with Audiovisual Specialist Teaching Endorsement Certificate* Work in special field: 32 semester hours in audiovisual education including *professional preparation (at four year college and/or graduate levels) in utilization, production, administration, learning theory, and communications*
Media (instructional materials) supervisor or director: works with teachers and supervises other media (instructional materials, school library, audiovisual), specialists one-half time or more	Supervisory or Standard Special with media (instructional materials) Supervisory Endorsement, or the General Supervisory Endorsement (Administrative Certificate) with a specialization in media recommended Work in special field: 32 semester hours in media (instructional materials, library science, audiovisual) *including professional preparation (at the four year college and/or graduate levels in administration, organization, (cataloging and classification); reference, selection, materials for elementary and/or secondary levels, production and communications.*

9-4 *Standards for Pupil Personnel Services*

9-4.1 *All personnel, school psychologists, school social workers and school guidance counselors shall hold a type 10 or type 73 certificate with the appropriate endorsement.*

9-4.2 *According to Section 10-22.23 of the* **School Code** *all school nurses must be registered. Any resident nurse may be employed by a school board.*

9-4.3 *All school nurses wishing to be considered official representatives of a Pupil Personnel Service team should hold a type 73 certificate with appropriate endorsement or have a letter of approval on file with the Office of the Superintendent of Public Instruction.*

9-5 Standards for Secondary Teachers

The quality of instruction depends upon many factors; however, a teacher should have substantial college or university training in the field directly related to the subject matter that is being taught.

Although certain basic requisites concerning specifics of credits for certification are an integral part of minimum standards, other factors are important. Evaluation of staff and programs cannot be based exclusively on statistical or quantitative measures. The results of the school program must be considered as part of the evaluation which depends to a great extent upon the professional judgment of the evaluators.

Special resource personnel with demonstrated competence in their field may be utilized in instruction for purposes of enrichment. The rationale for their utilization and renumeration must be explained and justified clearly by school officials.

Recommendations for educational requirements for subjects taught on the secondary level may be found on the following pages.

a. AGRICULTURE

24 semester hours in the field, including work in some of the following areas, plus preparation in the specific courses taught:

1. Agriculture science
2. Agriculture engineering
3. Agriculture fundamentals
4. Agriculture electricity and construction
5. Horticulture
6. Agriculture power and machinery
7. Agriculture supply service
8. Agriculture occupations

If special courses are taught in this field, 8 semester hours are required for each course taught.

b. ART

24 semester hours in the field, including an appropriate distribution in:

1. Painting, drawing, printmaking
2. Sketching, lettering, jewelry, design, silkscreen
3. Pottery and sculpture
4. Constructional design
5. Art education
6. History and appreciation of art

c. AVIATION/AEROSPACE EDUCATION

1. General Aviation and/or Aerospace Education
Completion of an approved aerospace education workshop course. Five hours of flight orientation or familiarization within the last five years. This flight experience does not necessarily need to be as a member of a flight crew.

   If the material that is being taught is strictly sociological in nature, the flight orientation requirement may be minimal. If the material that is being taught emphasizes astroscience, the teacher should have at least one college course in astronomy.

2. Aviation Science Course
(Based upon a preflight course leading to completion of the FAA private pilot's written examination).

   A valid FAA private pilot's license or higher, or a valid FAA ground school instructor's certificate and ten hours of flight orientation or familiarization in the general aviation category aircraft within the last five years. This flight experience does not necessarily need to be as a member of a flight crew.

d. BUSINESS EDUCATION

24 semester hours, which must include a specialized methods course with the following minimum qualifications for the subject matter areas of course taught:

1. Typing	6 semester hours, or a statement of equivalency from the institution granting the degree, or the completion of the terminal course in the typewriting sequence.

2.	Shorthand and Transcription	6 semester hours, or a statement of equivalency from the institution granting the degree, or the completion of the terminal course in the shorthand-transcription sequence.
3.	Bookkeeping, accounting, record-keeping	6 semester hours in accounting and a course in data processing, or a statement of equivalency from the institution granting the degree.
4.	Business law	5 semester hours of business law.
5.	Distributive subjects: i.e., marketing, retailing, distributive education	8 semester hours covering at least 2 of the following: sales, retailing, advertising, principles of marketing.
6.	Business arithmetic	2 semester hours in business mathematics or 6 semester hours in accounting.
7.	Office practice; secretarial practice, clerical practice, or office machines	2 semester hours in course work which includes the operation of the office machines taught in the secondary school course and qualifications for teaching whichever of the following is part of the course: typewriting, shorthand, bookkeeping (see paragraphs 1, 2, and 3 as aforementioned).
8.	Basic business, general business, introduction to business, consumer education, or consumer economics	3 semester hours of consumer education and at least 7 semester hours distributed in at least 3 of the following areas: business law, economics, introduction to business, marketing, management, or a methods of teaching basic business.
9.	Business English	2 semester hours in Business English, business correspondence, business communications, or business writing.
10.	Business economics	8 semester hours in the area of economics, finance, financial management, or marketing, including at least one course in principles of economics.
11.	Data processing	5 semester hours in data processing or the equivalent.

e. ENGLISH

24 semester hours in the field including 6 semester hours in rhetoric and composition and not more than 8 semester hours in speech and journalism. To teach grammar, American literature, English literature, world literature, reading or dramatics, the English teacher must have one course in the subject.

f. JOURNALISM

8 semester hours in journalism and 16 semester hours in English, or 18 semester hours in journalism and 6 semester hours in rhetoric and composition. (This is a typographical correction. It does not change standards.)

g. SPEECH

8 semester hours in speech and 16 semester hours in English or 18 semester hours in speech and 6 semester hours in rhetoric and composition.

h. FOREIGN LANGUAGE

20 semester hours in the language

Note: No credit may be allowed for high school language, unless such credit is approved by an institution of higher learning, and it is noted on the official transcript; in which case one semester hour may be allowed for each unit of high school language, not to exceed four semester hours.

i. HEALTH EDUCATION

20 semester hours in the field

Required Health Education Component

One course from **each** of the following areas to total 10-14 semester hours:

1. Advanced Concepts of Health
2. Programs in School Health
3. Programs in Community Health
4. Curriculum Development and Evaluation in Health Education

Additional Health Education Component

One course from at least **three** of the following areas to total 6-10 semester hours:

1. The Growing and Developing Organism
2. Ecological Relationships
3. Disease Control
4. Human Sexuality and Family Life
5. Food Practices and Eating Patterns
6. Consumer Health Sources and Resources
7. Safety
8. Mood-Modifying Substances
9. Personal Health Practices
10. Mental/Emotional Health

j. HOMEMAKING EDUCATION

24 semester hours in the field, including work in some of the following areas, plus preparation in the specific teaching area.

1. Human Development (includes prenatal, child, adolescent, and adult development and care.)
2. Interpersonal and Family Relationships
3. Consumer Education and Home Management
4. Nutrition and Food
5. Housing, Home Furnishing and Equipment
6. Clothing and Textiles

To teach a special course in any one of the above areas, eight semester hours are required in the area to be taught.

To teach in an occupational program, the teacher should have study in Home Economics related occupations, preparation for cooperative vocational educational programs, and have work experience in a Home Economics related occupation.

k. INDUSTRIAL ARTS

24 semester hours in the field, including work in each shop subject to be taught. To teach a unit shop, the teacher shall have 8 semester hours in the subject taught.

l. INSTRUCTIONAL MATERIALS (Media Services)

All staff members assigned media duties, including librarians, shall satisfy requirements in Chapter 9-3.

m. MATHEMATICS

20 semester hours in the field

Note: No credit may be allowed for high school mathematics, unless such credit is approved by an institution of higher learning, and it is noted on the official transcript; in which case, one semester hour may be allowed for each unit of high school mathematics not to exceed four semester hours. Teachers assigned to teach a data processing course will need to meet the data processing requirement as set forth in business education.

n. MUSIC

24 semester hours in the field, including

1. Applied music
2. Music theory
3. Conducting
4. History of music
5. Methods and materials for general school music

o. PHILOSOPHY

20 semester hours in the field

p. PHYSICAL EDUCATION

20 semester hours in the field, including

1. Team sports
2. Individual activities
3. Rhythms
4. Body mechanics and basic exercises
5. Organization and administration of physical education classes

q. PSYCHOLOGY

20 semester hours in the field

r. SAFETY AND DRIVER EDUCATION

16 semester hours in the field, including preparation as follows:

1. 3 semester hours in general safety
2. 5 semester hours in driver education and advanced traffic safety
3. 8 semester hours chosen from two or more of the following areas:

   General safety, including traffic and industrial safety
   Advanced psychology and sociology
   First aid and health education
   Instructional materials

4. *Teachers assigned to either simulation or multiple car programs must have preparation in the use of these methods which shall consist of a minimum of one semester hour or its equivalent in each area.*

s. *SCIENCE, biological*

24 semester hours in the field, including the semester hours indicated in the subject to be taught

1.	Biology	8 semester hours in botany including 5 semester hours in laboratory work, 8 semester hours in zoology including 5 semester hours in laboratory work NOTE: ten semester hours laboratory work in biology satisfy the laboratory requirement.
2.	Botany	8 semester hours in botany including 5 semester hours in laboratory work.
3.	Physiology	8 semester hours
4.	Zoology	8 semester hours in zoology including 5 semester hours in laboratory work.

t. SCIENCE, physical

24 semester hours in the field, including the semester hours indicated in the subject to be taught.

1.	Astronomy	5 semester hours
2.	Chemistry	10 semester hours
3.	Geology	8 semester hours
4.	Physics	10 semester hours
5.	Physiography	5 semester hours
6.	Aerospace	5 semester hours
7.	Earth science	8 semester hours

Note: It is recommended that a teacher of astronomy, chemistry, or physics has the minimum preparation required of a mathematics teacher.

u. SCIENCE, General

24 semester hours in the field including:

1.	Physical science	8 semester hours
2.	Biological science	8 semester hours

v. SOCIAL STUDIES

24 semester hours in the field, including the semester hours indicated in each subject to be taught:

1.	United States History	8 semester hours
2.	Civics-political science	8 semester hours
3.	Economics	8 semester hours
4.	Geography	8 semester hours
5.	Sociology	8 semester hours
6.	World history	8 semester hours in world history, 5 semester hours in U.S. History
7.	Anthropology	5 semester hours

Note: Every history teacher shall have 16 semester hours in history.

w. SUBSTITUTE TEACHER

A person substituting for any member of the professional staff should have the qualifications required of the staff member for whom he is substituting.

To serve as a substitute teacher, a person shall hold a valid certificate, which may be a substitute teacher certificate.

A teacher holding a substitute teacher certificate may teach only in place of a certified teacher under contract, for a period not to exceed 90 paid school days or 450 paid hours in any one school district in any one school term. Where such teaching is partly on a daily and partly on an hourly basis, a school day shall be considered as five hours.

x. JUNIOR HIGH or Departmentalized Upper Elementary Grades

18 semester hours in each field, including at least five semester hours in each course where subject matter areas are divided into two or more specific courses. This requirement applies to teachers of the 6th, 7th, and/or 8th grade where the organizational pattern is a junior high or the instructional pattern is in part or entirely departmentalized. When departmentalized in part, the requirement only applies to the departmentalized teachers. This regulation will not apply to teachers who were employed in such a position prior to September 1, 1973. Teachers not meeting the requirement and being assigned to a departmentalized teaching situation for the first time September 1, 1973, shall have five years to gain the necessary 18 semester hours. By September 1, 1978, all other teachers assigned departmentalized responsibility shall meet the 18-semester-hour requirement. This requirement applies to that portion of a teacher's assignment that constitutes the majority of the assignment.

CHAPTER X

NORTH CENTRAL ASSOCIATION - ILLINOIS HIGH SCHOOL ASSOCIATION

10-1 Secondary schools in the State of Illinois have available to them membership in two voluntary organizations, the North Central Association of Colleges and Secondary Schools and the Illinois High School Association. Close working relations prevail between the Office of the Superintendent of Public Instruction and these two associations. Schools holding North Central Association membership are indicated in the **Directory of Illinois Schools.**

10-2 Officials of schools interested in securing membership or standards of the North Central Association should communicate with the Chairman of the Illinois State Committee, North Central Association of Colleges and Secondary Schools, University of Illinois, Urbana, Illinois.

10-3 Officials of schools interested in securing membership or standards of the Illinois High School Association should contact the Executive Secretary, Illinois High School Association, 11 South LaSalle Street, Chicago, Illinois 60601.

CHAPTER XI

RIGHTS AND RESPONSIBILITIES

11-1 *Optimum conditions for the achievement of quality education exist when a spirit of cooperation and mutual respect characterizes the relationships of people having an interest and a stake in public education. Education is a vast enterprise, involving all citizens: students, parents, teachers, and administrators. The success of this enterprise can be measured, in part, by the degree to which all persons involved in the educational process fulfill their unique responsibilities and exercise their rights in a reasonable manner.*

Frequently, misunderstandings and confrontations in a school community result from either a failure on the part of these citizens to recognize the limits of their own rights and duties or to respect the existence of the rights and duties of others.

As citizens, all students, parents, teachers, and administrators have certain rights and attendant responsibilities. And as members of the school community, these citizens acquire additional rights and assume additional responsibilities.

However, when the rights of a group are exercised so as to impinge on the rights of others or when the responsibilities of a group toward another go unfulfilled, the environment needed to achieve quality education for all is jeopardized. The rights which people may assert in the school community are in some cases clearly delineated by law. Some rights, while having no basis in statute or case law, stem from tradition. Still other rights are now in the process of being identified and established in response to changing societal conditions.

From a legal perspective, therefore, the question of what rights and responsibilities people have in a school community can only be answered tentatively and imprecisely. Given the law's ambiguity, the task of students, parents, teachers, and administrators is to forge a set of workable relationships among themselves which will maximize their talents and satisfy their needs. The rights should be based on an awareness that the responsible exercise of rights by different groups in a school community can elevate and invigorate the entire educational process. These relationships need not be governed by law, but should be founded on reason, common sense, and a respect for the worth and dignity of all people.

Local boards of education are the policymaking and governing bodies for public education within local communities. However, the involvement of the community in advising boards of education is increasingly being demanded by citizens. To prohibit this involvement may diminish the confidence of the public in their schools. Boards of education should be aware of the needs and desires of the educational community they govern. A school board that listens to citizens, consults them, and is solicitous of their opinions has created a relationship which can only hasten the achievement of quality education.

No protected right should be construed as license to engage in disorder, to disrupt the educational process, to interfere with disciplinary processes, or to invade the rights of others. One has responsibility in exercising rights. Only by maintaining a balance between rights and responsibilities will the rights of everyone be preserved.

The statements below are designed to assist school people in developing a workable and durable relationship among the various constituencies of the school community. The development and existence of such relationships constitute an integral part of the total recognition and supervision process.

A school board will provide a free public school system, permitting all citizens an equal opportunity for educational development. A school district will solicit the advice and opinions of its citizens in the development of school policy. Citizens have a corresponding responsibility to be knowledgeable and concerned with the operation of their local schools. Such citizen participation, however, should not interfere with the educational process of the school.

Historically, students have not been recognized as being entitled to full citizenship rights within the schools. However, as the primary beneficiary of the educational system the student has certain rights. Recent constitutional decisions have established that students are entitled to full citizenship rights. In recognizing the rights of students as citizens in our democracy, the courts have carefully recognized that those rights must be exercised with the same restraint which the courts impose upon other citizens.

Fundamental to the workings of a democracy is the right that all citizens not be deprived of their rights without due process of law. The courts have recognized that education is not a privilege but a right to which all citizens are entitled. Consistent with court decisions the school board should establish a system of due process which is consistent with the special characteristics of the school community.

The right of free expression is fundamental in a free society. Though a student has this right, it must be exercised in a responsible manner so as not to interfere with the rights of other members of the school community or to disrupt the educational process.

No child, whether disruptive to a school system or not, should be deprived of an education. These children who cannot function in the traditional school setting should have access to alternative programs of instruction.

A child has the right to expect that wherever his education takes him within the State of Illinois there should be a consistency in evaluation of his academic work so that credits will not be lost unjustly.

Students, with due regard to maturity and experience, should be permitted to advise school boards on the development of school policy. School boards should develop, with student participation, a clear statement of student rights and responsibilities.

The relationship between teachers and school boards is changing. Today it is recognized the teachers should be involved in the total educational process. Teachers should have well-defined and accessible lines of communication to school boards and administrators. Each school district should provide teachers with the opportunity to participate in the planning and evaluation of a school's educational activities.

Teachers have a responsibility to develop an effective learning environment for students. Consistent with that responsibility they must have academic freedom within the school community. Academic freedom is a right to be protected by due process of law.

Teachers have a responsibility to treat all students with respect as individuals and to be sensitive to differences in ethnic and social backgrounds.

The courts have recognized that teachers have full citizenship rights which they may responsibly exercise in the school community.

School administrators are solely responsible for the execution of school board policy. Boards of education and administrators in formulating and implementing school policy should involve the community.

Administrators should treat students, parents, teachers, and citizens with the respect due them as individuals and with a sensitivity to their differences in ethnic and social backgrounds.

School boards should provide administrators with written policy guidelines for the operation of schools.

Administrators have a right to recommend to their local boards of education, pursuant to written school board policy, the employment of those persons who will work under their supervision. In making these recommendations, administrators will make every attempt to develop a staff that reflects the diversity of our society.

Administrators have a responsibility to maintain an orderly and scholarly atmosphere which is conducive to educational growth and individual development. They should promote a positive relationship among all elements of the school community. They should be aware of and sensitive to the cultural and technical changes in our society. In fulfilling their responsibility as educators, they must be involved in the planning, implementation, and evaluation of programs. In carrying out these functions, administrators fulfill their responsibility to provide educational leadership within their school communities.

APPENDIX A

Glossary of terms

1. **Administrator** - *refers to the individual involved in the process of administration; i.e., superintendent, assistant superintendent, principal, assistant principal, etc.*

2. **Board of education** - *refers to the governing body of any district created or operating under the authority of* **The School Code of Illinois.**

3. **Community involvement** - *refers to the opportunity being made available to the people of a local school district who desire an input into the program plan.*

4. **District** - *refers to the governmental agency of the State created by the State as the instrument through which the egislature carries out its constitutional mandate to provide for a system of public education.*

5. **Elementary school** - *refers to a district or attendance center or centers serving grades K-8 or any combination thereof.*

6. **Junior high school** - *refers to a school organized and developed to meet the educational and educationally related needs of the early adolescent child which may include, but is not restricted to, grades 6, 7, 8, and 9 or any combination thereof.*

7. **May** - *to have the power, permission, liberty, to do.*

8. **Middle school** - *refers to a school organized and developed to meet the educational needs and educationally related needs of the preadolescent and early adolescent child, may include, but is not restricted to, grades 4, 5, 6, 7, and 8 or any combination thereof.*

9. **Principal** - *refers to the individual who shall assume administrative responsibilities and instructional leadership of the attendance area to which he is assigned under the superintendent of the district.*

10. **School** - *refers to an institution organized and developed to meet the educational and educationally related needs of children including public, private, and parochial.*

11. **Secondary school** - *school district or attendance center or centers serving grades 9-12 or 10-12.*

12. **Section** - *refers to a specific part, portion, division, or chapter of* **The School Code of Illinois.**

13. **Shall** - *designate as mandatory.*

14. **Should** - *regulation which ought to be, encouraged, permissive.*

15. **Superintendent** - *refers to the individual who shall have charge of the administration of all schools within a school district under the jurisdiction of the board of education.*

16. **Teachers and/or instructors** - *refers to any or all school district employees required to be certified under laws relating to the certification of teachers.*

17. **The School Code** - **The School Code of Illinois** *legal basis for authority of the Office of the Superintendent of Public Instruction, board of education, and local education agency.*

18. **Plan** - *refers to the written program that will identify the local school district's educational needs and provide a plan for developing a clearly defined set of professional expectations and responsibilities.*

19. **Preparation** - *the planning process by which a teacher develops a program for each instructional area to which he/she is assigned students.*

20. **Rights and responsibilities** - *a set of relationships among individuals and groups which in some cases are governed by law, but also are based on the rule of reason, common sense, and a feeling of respect for the worth of the other individuals as human beings.*